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ABSTRACT

Government publications, monographs, and newspaper and journal articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between April and June 1982. Entries are listed alphabetically under the following subject headings: administration, organization, and financing of education; curriculum; education goals; elementary secondary education; examinations; higher education; languages; libraries; literacy; children's literature; medical education; professional education; science education; teachers; technical education; women's education; general; and textbooks. The publication concludes with an author index. (LP)

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C O N T E N T S.

		PAGE
1.	ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION	1
2.	CURRICULUM	5
3.	EDUCATION GOALS	5
4.	ELEMENTARY AND SECONDARY EDUCATION	9
5.	EXAMINATIONS	13
6.	HIGHER EDUCATION	14
7.	LANGUAGES, TEACHING OF	15
8.	LIBRARIES	16
9.	LITERACY	18
10.	LITERATURE FOR CHILDREN	19
11.	MEDICAL EDUCATION	19
12.	PROFESSIONAL EDUCATION	20
13.	SCIENCE EDUCATION	21
14.	TEACHERS	22
15.	TECHNICAL EDUCATION	26
16.	WOMEN'S EDUCATION	27
17.	GENERAL	29
18.	TEXTBOOKS (Special Section)	33
19.	WRITERS' INDEX	40

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Anwar. Schoolon Mein Dakhley (Admission In Schools) .... Hurriyat (Karachi) April 28, 1982(U).

It is unfortunate that the problem of admission in schools still remains unsolved. It is now two or three months that the new academic year has started, yet a great number of students have failed to secure admission in schools. Both the guardians and parents aremuch worried about this. Education Directorate seems little interested in looking into the matter and save the students and parents from unnecessary worries. It is a fact that some new private schools have been established but the number of these schools is inadequate as compared to the number of students. This is so because of the sharp increase in population every year. Let the Government regise its education policy in the light of overpopulation and inadequate schools.

2. ALI, Ahmad, Expansion of Education .... Dawn (Karachi) April 3, 1982.

Although the High school system is being expanded every year, the rate of expansion is very slow. As a result, parents get no relief from the dreaded exercise of running from pillar to post to get their children admitted to school. It is a matter of serious concern that the situation is getting worse with every passing year. This is largely because of Government's failure to achieve the educational targets it has laid down for development and expansion. The education policy of 1978 spoke of enrolling all boys of five years of age in school by 1982 and girls by 1987. But the number of primary schools which have been opened every year has remained static since 1973, which means that the rate of expansion has been steadily declining. This woeful tre[illegible] characterising the management of education can be remedied only by a drastic reordering of priorities so that education receives the importance it deserves, especially in the matter of resource allocation and also in terms of the mechanism we devise for achieving a considerably higher level of utilisation.

3. HASHMI, Khalid Mahmood. Dakhlen Ka Mas'ala (The Problem of Admission) .... Imroz (Lahore) May 19, 1982(U).

The question of admission has assumed a serious situation. It is the desire of almost all the parents to get their wards admitted in a standard school. The result is quite obvious. The parents and the students rush towards good schools. In order to avoid this alarming situation, the education department should pay attention to improve the standard of those schools whose reputation is not good. If all the schools improve the standard of teaching and reduce tuition fee, there is no reason why the students would not be attracted towards them. Parents prefer their wards to be admitted in a standard school, because they know that the future of their wards depend on good teaching. It is unfortunate that very little attention has been paid towards improving the quality of schools.

4. HASHMI, Khalid Mahmood. Niji Ta'aleemi Idaron Kay Liye Yaksaan Zavabit (Uniform Rules for Private Educational Institutions) .... Imroz (Lahore) May 12, 1982(U).

It has often been demanded that new rules and regulations for the private educational institutions should be framed. No attention has been paid to this demand so far. These institutions have their own set rules which are changed as and when required. These private institutions are run on commercial basis. As the Government has allowed opening of primary schools in private sector, these schools can be seen everywhere. Not only that the tuition fee of these schools is very high, these schools try to extract money from students on different pretexts. It is necessary for the Government to formulate rules for them. The uniform rules for private schools will check the malpractices and the students will not be the prey of exhorbitant tuition fees.

5. HASHMI, Khalid Mahmood. Niji Ta'aleemi Idaray (Private Educational Institutions) .... Imroz (Lahore) April 14, 1983(U).

It is a matter of concern that some headmasters of the government schools have opened private schools in the city. Almost all the staff in such schools is untrained, because

of low salary. These schools are prospering because of the fact that the medium of instruction is English. This tendency needs to be stopped. The registration for all the private schools should be compulsory. If any of the owner objects to it, his school should immediately be closed down. Only the recognised schools and that too after the registration should be allowed to function. Scuh persons who belong to the department of education and work for any private institutions should be dismissed. Government school teachers and headmasters should not be allowed to run private schools.

6. IFTIKHAR, Rehana. Baishtar Government Iskool Bunyadi Sahulaton Say Aari Hain (Basic Facilities Lacking in Most of the Government Schools) .... Akhbar-e-Khwateen (Karachi) Vol.17(18): 29-30 & 38. June, 1982(U).

At the start of a new session, the problem of admission is always a big headache for parents and so this year it is the same story. The education department, inspite of promises failed to solve the problem. According to conservative estimates there are about three lakh eligible students for admission in primary schools, and the available seats are not more than one lakh. The seriousness of the situation may be assessed from the fact that in past four years the percentage of primary education in Sind province has gone down from 56 to 44 percent.

In order to evaluate the situation of school education in Karachi, the writer interviewed the director of education and some principals and educationsits in Karachi to find out the proolems and possible solutions. The opinions and impressions are presented.

7. MINHAS, Waheed. Private Ta'aleemi Idaray (Private Educational Institutions) ..... Imroz (Lahore) June 3, 1982(U).

The Private Education Instutions, which is the organisation of private educational institutions, has in a meeting put forward a demand before the Government to the effect that Martial Law Regulation. No. 118 should be lifted for the promotion of private educational institutions. Legal

safeguards for the private institutions has also been demanded. The owners of private educational institutions have informed the Government that their institutions would not be registered in the presence of Martial Law Regulation No. 118. Because they feel that in the presence of this regulation, the Government could nationalise their institutions at any time. So this tussle between the Government and the owners of the private institutions is hampering teaching in these schools. So long these schools are not registered, the owners will go on dictating the terms and will continue to raisethe tuition fee.

8. TAREEN, Nighat. Education in Pakistan..... Daily News (Karachi) June 13, 1982

Percentage of literacy in Pakistan is one of the lowest in the world, not merely because of economical and social factors but also because of the paucity of educational institutions. It is over a decade now that in the beginning of each academic year we read in the newspapers that hundreds of thousands of children have been denied admission in schools just because there are not enough schools. The younger generation is thus deprived of a better future which education, particularly science and technical education promises and guarantees.

In advanced countries not only all children of school going age have the benefit of free education but private and regular students have equal facilities to appear in the Board examinations without any restriction. However, the Karachi Board of Secondary Education has all along been adament not to allow private Science students to appear in the examination held by them, unless they get themselves enrolled as regular students in a Government or nationalised school which is very unfair of the Board.

9. WASTI, Sarfraz. Ta'alleemi Idaron Per Sarmayakari (Investment in Educational Institutions .... Mashriq (Karachi) April 30, 1982(U).

Continued deterioration in the standard of teaching has reached a stage, where every sensible individual is worried about the future of the new generation. The primary cause for the fall in teaching standard is the

fact that the budget for education is meagure and cannot fulfil the growing needs of education. What is more, Government alone cannot provide standard education all over the country. Hence investment in private institutions and educational departments is a national need. The philanthropists of the country should pool their resources and invest in private schools so that they could be run without any financial constraint. Once this is done, the tuition fee charged by the students would not be unreasonable. Teachers could also be paid handsomely and they would devote their energy in raising the standard of teaching.

CURRICULUM

10. ZAMAN, Aqila. Syllabus .... Dawn (Karachi) June 28, 1982.

The need for a comprehensive overhauling of the syllabi has been apparent for several years. It is felt that whereas teachers are powerless to increase the budget allocations on education, at least they can help to conserve time and energy by effective coordination between the different classes, and avoid unnecessary repetition. With a view to equip our students both in knowledge and attitude to face the problems of day-to-day living and to find solution, the following general recommendations: 1. Courses should be reviewed every two years to modernise them; 2. Reference course for teachers should be conducted every two years to up-date knowledge and technique; 3. Teaching aids should be locally developed to making teaching and learning meaningful; 4. Text-books should be written by working teachers, and should not be the monopoly of the Text-books Boards; 5. There should be competition for text-book for each subject; 6. Extra reading material should be made available for both teachers and students in all subjects; 7. The language of text-books should be simple and the ideas conveyed through well prepared diagrams and illustrations.

EDUCATION GOALS

11. ALI, Amanat. Education and Leadership .... Dawn (Karachi) June 18, 1982.

At present our education has been reduced to the level of certification. Pupils, parents and teachers all are in a

state of anxiety to quicken this process of certification so that the output of our system should immediately become doctors, engineers and officers and join the mad rush for gold. Education is a slow and arduous process while certification is accelerated with various types of short-cuts at all levels. As a matter of fact, nobody wants real education which produces leaders in different walks of life, including politics. In Pakistan, we have a few residential public schools established on British pattern. The cadet colleges are special variations of public schools which have been set up mostly in the northern part of the country to serve as feeder units for position of leadership in the Armed Forces. In this respect, Karachi has neither a residential public school nor a cadet college, inspite of the fact that it has the highest percentage of families with a background of educational and cultural attainments and the largest number of dwelling units of in service or retired defence personnels. These are the people who have the highest motivation towards education for leadership for their children.

12. ANSARI, Abdul Latif. Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Education System in Pakistan) .... In: Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 13-34. Islamabad, Institute of Policy Studies. 1982(U).

At present there are two parallel education systems working in the country. The first is the system we inherited from the Britishers. The system is working under the patronage and administratige control of the government. About 98 per cent students are being educated under this system and it is producing West influenced students. The other system of education is known as Dars-e-Nizami. This is religion oriented system and producing religious leaders and scholars.

A number of educational reforms have been made in the past. However, none of the reforms could change the established pattern. Islamization in education is still a dream. Thedifficulties in making the education truly Islamic are briefly traced. A number of proposals have been suggested for bringing Islamic spirit in our education system.

13. MURTAZA, Matinur Rahman. Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Edication System in Pakistan) ..... In: Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 79-87. Islamabad, Institute of Policy Studies. 1982(U).

All accept both at government and private level that our education system is defective and needs drastic changes. In theory, there have been constant ponderings on the needed pattern and nature of our educational setup and how it could be developed into an Islamic system of education. Unfortunately, in practice no concrete steps have been taken so far. The reason why no practical steps have been taken is the fact that those who are at the helm of affairs of the country are the product of the present system and have little interest in the change.

We do not need any change in education system. What we need is the change in the direction of our education. It should be non-secular and should reflect the teachings of Islam. The first requirement in this regard is the cahnge in syllabus. In some detail it is discussed how the syllabus should be changed.

14. QAZI, Saeedullah. Pakistan Mein Nizam-e-Ta'aleemi Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Educational System in Pakistan) .... In: Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 57-77. Islamabad, Institute of Policy Studies. 1982 (U).

Before suggesting proposals for Islamization in education, it is necessary to pin point the defects in the present education system. At present there are two different systems of education in practice. The one is religious system which fulfils the religious needs. The other which covers all the other aspects of life except religion is the one under which education is being provided in our schools and colleges.

It is suggested that the difference between the two systems need to be bridged by removing the shorcommings of each system. The defects of both the systems are discussed and it is suggested a new system should be evolved which could fulfil our needs and aspirations as a Muslim nation. In some detail the salient features of the new proposed system are discussed.

15. SAJJAD, Muslim. Pakistan Main Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Education in Pakistan) ..... In: Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 43-49. Islamabad, Institute of Policy Studies. 1982 (U).

In determining policies for Islamization of education, we have to see the prevailing conditions first. It is because policies are made suiting the particular conditions. Apparently there are two situations. In one the government is not in the hand of truely Islamic elements, but the government policies reflect Islamic point of view. In the other situation, the control of the government is in the hand of truely Islamic elements and they have every power to formulate policies and take actions. There is also one situation, where the government is completely in the hands of anti-Islamic elements.

We are not concerned with the third situation, but in the first two situations we can make the headway for Islamization of education. The guidelines and policy statements for the two situations are presented and discussed.

16. SALAHUDDIN, Mohammad. Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Education in Pakistan) ..... In: Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 51-55. Islamabad, Institute of Policy Studies. 1982 (U).

In the way of formulating policies for Islamization in education there are many obstacles. The most important obstacle is the present duality in education First there are religious and non-religious schools. Then there are English and Urdu medium schools. The parallel systems of English medium and Urdu medium schools are the main reasons for the downfall of our educational standard. These schools have different syllabus and different administration. Even the books are different. We cannot change the present educational setup without first doing away with this duality in education.

From the beginning we are opposing the British system of education, and in reply experiments were made in the form of Deoband, Nadva, Jamia Millia, No doubt complete Islamization is not possible without complete change of all institutions of the country, but by establishing new educational institution we can provide the type of education we want.

17. SALEEM, Abdul Qadir. Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali (Policy of Islamization of Education System in Pakistan .... In. Pakistan Mein Nizam-e-Ta'aleem Ki Islami Tashkeel Ki Hikmat Amali, 35-42. Islamabad, Institute of Policy Studies. 1982 (U).

There are two possible ways of change in the present system of education. In the first case the government enforces Islamic system in all walks of life including education. In the second case private institutions make efforts to bring Islamic values in the educational setup. Total Islamization of education is only possible in the first case. In the second case where government is not based on total Islamic pattern as it is at present, the Islamization is only possible with some drastic changes in the education pattern. The changes are suggested under the headings: 1) change in educational administration; 2) change of teachers; 3) training of teachers; 4) determination of priorities; 5) curriculum change; 6) literature for children and adults; 7) reform in present religious education; 8) end of special education for upper class; and 9) establishment of better schools.

ELEMENTARY AND SECONDARY EDUCATION

18. AHMAD, Khalil. Burdened with Books..... Dawn (Karachi) April 30, 1982.

The practice of burdening the young child with many books and subjects appears to be gaining currency, especially in privately managed schools. That these institutions should be worried about the standard of education is quite understandable and their efforts to impart the best in terms of knowledge and learning to their students is to be appreciated. What is absent in these cases is a scientific approach towards drawing up the school curriculum and the teaching methods to be adopted. The education authorities who are supposed to provide the guidelines for the courses of studies cannot be absolved of their responsibility. The prescribed textbooks are devoid of a scientific approach. Our school system lacks scientific planning of the curricula. It is important to pre-determine the subjects and the topics to be taught to the students in the ten years of their schooling. It is equally important that the curricula be correctly spaced out. In our schools the emphasis appears to be on memorising facts and figures. Thus this aspect of

primary and nursery education in Pakistan needs to be looked into by educationists and psychologists.

19. ARIF, Zubaydah. Plight of Schools..... Dawn (Karachi) April 20, 1982.

Education and teachers are in focus of public attention these days. More so with a new school year on the horizon and admissions in full swing everywhere. Nursery and primary schools are mushrooming at an alarming rate. The cause for concern is obviously for the standards they maintain for the fees they charge. No doubt some are passable, even adequate, some may be indifferent, but the majority is not fair in the treatment of the students, the parents and, most of all, to the teachers employed. Most of the teachers who are employed in these schools are un-trained and are not regularly paid their salary. The result is quite obvious. They bother the least to attend to their duties regularly and go to the class. It is rather surprising that such malpractices are permitted to thrive in the name of public service. Is it too much to expect that the concerned authorities would look into this matter urgently, to redress wrongs as soon as possible.

20. HAQQANI, Irshad Ahmad. Ibtedai Ta'aleem (Primary Education) .... Jang (Karachi) April 28, 1982 (U).

Our educational scene is full of problems and all these problems need immediate solution. However, the problem which is agitating most at the present is the problem of admission in good schools. This problem has been aggravated on two accounts. Parents feel that the standard of teaching in the "English medium schools" is far better than the primary, middle and high schools run by Corporation and the government. The result is that every parent wants his ward to be admitted in "English medium schools." This situation can be changed if proper attention is paid to the students in Government schools. Therefore, if the teachers of these schools start working sincerely, there is no reason why all parents should run for English medium private schools.

21. IDREES, Mohammad. Schoolon Mein Dakhlon Ka Mas'ala (The Problem of Admission in Schools) ... Mashriq (Karachi) May 11, 1982 (U).

The problem of admission upto secondary level is very important and need full attention. It is suggested that

the officials attached to the development projects, experts of the department of education and social workers in different localities should sit together and consider this problem and devise ways and means to solve it. The Government has established mosque schools to solve the problem, and it has been proved quite useful. However, these mosque schools did not solve the admission problem in middle and high schools. The provincial governments and the local bodies could do a lot in this regard. In this connection, it is important that more and more teachers are provided the facilities of training. The services of lady teachers could also be obtained for these schools.

22. JULLUNDHRI, Nazar. Primary Ta'aleem (Primary Education) ... Imroz (Lahore) May 26, 1982 (U).

Very little attention has been given to primary education in the country. Primary education is the first step in the educational process. Yet it is the primary education which is being ignored. If we look at the primary schools we will find that school buildings are either dilapidated or do not exist at all. Students sit in the open air on the ground. In most of the schools there is only one teacher who takes care of all students. He too is not trained, because he is paid very little. Trained teachers are not ready to work at so small a salary. In the prevailing conditions of primary schools, how can the standard of teaching could be raised? The product of these schools can hardly be termed educated. It is the duty of the Government and the Education Department to look into the matter and do something for the improvement of primary education.

23. KHAN, Irfan Ahmad. Me'yaari Ta'aleemi Idaray Ki Kami (Paucity of Standard Educational Institution) ..... Mashriq (Karachi) April 22, 1982 (U).

The paucity of standard schools in the city has created problems both for the parents and the students. Those parents who want good education for their wards, are frustrated because of non-availability of standard schools. Most of the private schools are running purely on commercial basis. The government schools have lost their old traditions of devotion and dedication to the cause of education. Teachers of the government schools have

little interest in their profession. When they attend the classes, they just while away the time either gossiping or doing their private work. This situation is frustrating both for the parents and the students. Inspite of so many complaints, the Government is not taking any step in providing standard education.

24. MAULVI, S.W.A. School Shifts ..... Dawn (Karachi) May 11, 1982.

The Department of Education, Government of Sind, has rightly decided to discontinue nursery classes in all the nationalised schools. It is indeed a wise decision. Due to shortage of accommodation, some of the schools are not in a position to hold all classes in the morning shift. With the closure of nursery classes there should now be ample room space available to hold all classes in the morning shift. Now there should be no further excuse of shortage of space. It would be better if the authorities concerned issue necessary directives to the schools to arrange to hold 6th and 7th classes in the morning shift also from the new academic session to avoid inconvenience to the parents.

25. QADIR, Abdul. Hamara Nizam-i-Ta'aleem Aur Ta'alimi Meyaar (Our System of Education and the Standard of Teaching) ... Hurriyat (Karachi) June 28, 1982 (U).

The authorities of the department of education are not doing any justice to the students of primary standard who are seen every morning going to the schools loaded with text-books and exercise books. In addition to this, they are also given home work to do. The result is that after coming from the schools, they are again engaged with the home work. As they do not get time for games to play and refresh their mind, they are expected to start hating books. It is necessary to reduce the number of books. By reducing the number of books, the pressure of home work will automatically be reduced and students will have free time to play. It is hoped that the authorities of the education department will give serious attention to this suggestion.

26. RIZVI, Sadat. Catastrophe on School Front ... Dawn (Karachi) April 4, 1982.

There has been a marked decline in the opening of new sec schools in the last ten years in the Karachi district where the demand for new schools has increased ten times. The rush of the students is usually greater on government schools than on private ones. Official instructions to deny admission to none are given without providing enough teaching staff to handle the additional number of students admitted every year. Classes are overcrowded. In most schools, especially primary, students have to sit on the floor. This situation has affected the student-teacher relationship. A large number of students drop out of school after completing their primary education, a fact which is evident from the sharp drop in their percentage in the secondary classes. The dropping out incidence is higher in the poorer areas of the city.

27. ZAMAN, Mohammad. Schools, No One Wants to Join ... Viewpoint (Lahore) April 29, 1982.

It is surprising that the system of primary education is still being governed by the Punjab Primary Education Act, 1940, which was forced by the Unionist Party through the Punjab Legislative Assembly. In Lahore, primary education is a dual obligation of the Provincial Government as well as of the Lahore Municipal Corporation. But Government Primary/schools are non-existant, only in one or two high schools a primary section is added. However, the Lahore Municipal Corporation has a network of educational institutions, both at primary and middle levels. In fact, the municipal primary schools provide the student for the 6th class in Government high schools. It is pointed out that this duality in primary education system should be removed.

EXAMINATIONS

28. BHATTI, M. Ismail. Varsity Exam System ... Pakistan Times (Lahore) April 4, 1982.

Perhaps the most corruptive factor that has turned examination into a farce is the grant of exemptions. In the early 60s, the candidates demanded abolition of the

system of aggregate marks. Students were required to obtain an aggregate of 45% of total marks and 40% in each paper for a pass. Now a candidate has only to get 33% marks in all papers to pass an examination. This has inevitably brought the standard of competence down. The system of "compartment" was also abolished and now a candidate can qualify making a number of attempts, taking small parts of the syllabus at a time. This facility of passing an examination without much strain has encouraged mental lethargy and intellectual apathy. In the 70s, the semester system was introduced but after so many years of experimentation, it has once again been replaced by a system of yearly examination. It is pointed out that repeated testing is not helpful.

29. SHAHZAD, Hasan Ali. Examination System Needs Change ..... Dawn (Karachi) June 22, 1982.

The examination system that we have, in fact, is not an examination to judge the academic, but to judge the guts and skills of the students. The present system has greatly deteriorated the standard of education and as such the ratio of failures is on the increase. Semester system which was introduced for the improvement of the examination system failed to deliver the goods. Who is at fault is quite obvious. Since the old system has once again been revived, what is incumbent on the authorities is to see that the inherent defects are removed. Unless the present defective system is changed drastically, the ratio of failures will go on increasing.

HIGHER EDUCATION

30. AHMAD, Aziz. Confusion Prevails at the University ... Star (Karachi) June 28, 1982.

The situation at the Karachi University Campus is one of utter chaos and confusion. On the one hand, the process of admissions of new entrants have not yet been completed whilst on the other hand, classes have officially started. The confusing point relating to admissions is the announcement that admissions would be granted to students on "Hardship" basis. No limitation was fixed on how many seats would be reserved for this unique quota, and so far no public announcement has been made on who would qualify for it.

It is high time the University authorities come down to earth and tackle the unseemly and confusing situation at the campus. It seems that the Administration has lost complete touch with the cortrol of the situation and has failed miserably. Theordinary student is facing a great deal of hardship and does not know where to turn.

LANGUAGES, TEACHING OF

31. FAROOQ, B..A. English - Optional or Compulsory ... Daily News (Karachi) April 18, 1982.

English language was introduced as a compulsory subject in the Sub-continent during the British rule. The primary aim in its introduction was to create a class of people to perpetuate the British rule. Now in the changed political situation of the country it is not understood why English has been given the same position as it had enjoyed during the British rule. No doubt English is an international language. It is generally considered to be the key to the progress of the developing countries. Its retention in the curricula is in the national and international interest. The only point which is to be considered is to determine its position in the curricula - compulsory or optional. Making it a compulsory subject does not appeal to wisdom. It is a burden on those students who do not go for higher learning. Therefore it is the correct policy if we accord it optional status. It is also suggested that English should be given the position of an optional subject at all levels, to be studied only by those students who have aptitude for it. The Syllabus of English should also be introduced to all the educational institutions irrespective of medium of instructions to ensure optimum proficiency in it for those who do take it up.

32. LAHORI, Ziauddin. Sir Syed, Macaulay Aur Zariae Ta'aleem (Sir Syed, Macaulay and Medium of Education) .... Farozan (Lahore) Vol.2 (1): 20-27. April-June, 1982 (U).

While submitting a memorandum to the British government in 1835, Lord Macaulay emphasized that all vernacular languages were unsuitable for education and scholarly work. The same feelings were reflected in Sir Syed when he opposed the use of Urdu as medium of instruction. At some later stage Sir Syed changed his view and advocated education

in vernacular languages. However, after some time he again changed his point of view and opposed the use of vernacular languages, for teaching Western knowledge.

It is argued that this policy harmed the entire educational process in the sub-continent. No nation in the world can progress with some foreign language as its medium of instruction. The inferiority complex about our own education will be a big obstacle in the way to progress.

33. ZAFAR Mohammad. Urdu Medium ... Dawn (Karachi) March 13, 1982.

The protagonists of Urdu must strive to popularise Urdu to such an extent that the students are inclined to take up Urdu medium on their own accord and not through forced measures like the compulsory and premature change-over to Urdu medium. Let both the mediums exist, leaving the choice to the students. There should be no regimentation. Those demanding the adoption of Urdu medium appear to be incapable of raising Urdu to such a level that it can compete with the English language. Hence, their demand for the total ban on English medium is unwise. It is, thus, evident that the adoption of Urdu as medium of education or the official language is neither advisable nor possible at this stage. The best course, would therefore be to maintain status quo and simultaneously to continue our efforts to develop Urdu and bring it at par with English, even it takes 100 years to achieve this goal.

LIBRARIES

34. JULLUNDHRI, Nazar. Ta'aleem Mein Librarion Ki Afadiat (Utility of Libraries in Education) .... Imroz (Lahore) June 2, 1982 (U).

The importance of libraries in the process of eduction cannot be over-emphasised. Even many developing countries of the Third World are making all possible efforts for the establishment of libraries at all the important points of the country. In Pakistan, however, the situation is quite different. Even in educational institutions, the conditions of libraries are far from satisfactory. Not only the number of libraries is very small in a big city like Lahore, the conditions of the existing libraries are also not satisfactory. Most of the librarians are not

qualified, and therefore the arrangement of books is not proper. Very few students are in a position to benefit from the libraries, as books available in the libraries cover mostly those subjects which do not concern them. The school or college libraries are also of not much use. The authorities of the education department should look into this important matter and try to meet the demand of the students as early as possible.

35. KHAN, N.M.A. Librarians .... Dawn (Karachi) June 13, 1982.

The few libraries that we have in the country are also not fully equipped with qualified librarians. Either most of the libraries are run without any librarian or if librarians are employed they are not qualified. There is no dearth of qualified librarians in the country. They are not prepared to take up this profession because they are not handsomely paid. The existing working librarians are fighting for the raise of the scale of pay, but hitherto no attention has been paid to this important demand. The responsibilities of a librarian are far greater than a lecturer and when a lecturer is allowed Grade 17, why not the qualified librarian who is also M.A. in the subject. If, therefore, no incentive is given to the post of librarian, qualified librarian would not be inclined to join this profession.

36. SAMDANI, Rais Ahmad. Pakistan Mein Library Sains Ki Ta'aleem (Library Science Education in Pakistan) .... In: Ibtedai Library Sains, 170-176. Karachi, Library Promotion Bureau. 1980 (U).

The importance of education of library science cannot be over emphasized. Libraries are the heart of educational institutions and without a library an educational institution is a dead body.

In the Indo-Pak sub-continent the teaching of library science began in 1915 with the establishment of a library school in the Punjab university. This library school continued library education till independence. Three years after independence it again started imparting certificate level education. This was an elementary sort of education and similar courses were initiated at different places in the country. However, the regular library education started in 1956 when the first Post Graduate Diploma course was started in Karachi University.

The M.A. classes in library science started in 1962 and the Ph.D. programme in 1967. Other universities of the country followed the example.

LITERACY

37. FAROOQ, Mohammad. Bunyadi Ta'allem (Basic Education)..... Hurriyat (Karachi) May 14, 1982 (U).

About three hundred thousand children in Lyari, Qasba and Orangi areas are deprived of basic education. To remove the illiteracy and promote adult education throughout the country is not only the responsibility of the department of education but also the responsibility of affluent society. If the Government is really serious to provide basic facilities of education to our children, why not then start primary education in the compound of all mosques. This programme can be started without delay and facing any problem. Let the Directorate of Education pay an immediate attention to this basic need of the citizensof Pakistan. The rate of illiteracy is increasing constantly in Pakistan when other smaller and poorer countries are making every possible effort to reduce the rate of illiteracy.

38. KHAN, Shafiq Ahmad. Khandgi Commission Ka Qiyaam (Establishment of Literacy Commission) .... Mashriq (Karachi) April 10, 1982 (U).

The setting up of a Literacy Commission is a commendable step indeed. But it has to be seen how it proceeds the work. It would be proper if the appointment of the director of the Commission is made on permanent basis. It would also be better if the steps and strategy adopted by the neighbouring countries to improve literacy may be kept in view. It is really unfortunate that even after thirty five years of independence, the ratio of literacy in the country has not risen up. Other neighbouring countries are making concerted efforts to achieve cent per cent literacy rate, but we are still satisfied with 24 per cant. The Literacy Commission should work hard to spread the literacy in the country.

39. Quadri, Habibullah, State of Education ... Dawn (Karachi) May 20, 1982.

No wonder, mass illiteracy has remained the hallmark of rural life in Sind. There are hardly any matriculates, much less graduates, in these areas and this state of

things stands out in sharp contrast with the other side of the picture in which all kinds of educational facilities up to the highest level are available in cities. It is high time that proper attention is given to the education problems of rural Sind. It is suggested that primary education should be made compulsory for all children of school-going age in the rural areas throughout the province and construction of primary schoolsshould be undertaken for that purpose at all costs.

LITERATURE FOR CHILDREN

40. National Book Council of Pakistan. Causes for Dearth of Children's Literature .... In: Problems of Writers in Pakistan, 42-45. Karachi, National Book Council of Pakistan. October, 1981.

A survey was conducted on the problems of writers in Pakistan. The survey also deals with the causes for dearth of children's literature in Pakistan. First, the reasons are pointed out why reputed writers do not write for children. The reasons include: 1)Writing for children is relatively less profitable; 2)It provides no intellectual satisfaction; and 3)It requires special aptitude and technical knowledge.

There are suggestions for motivating writers to produce literature for children, which include:1)Provision of monetary incentives to writers; 2)Provision of techincal know-how for writing children's books; 3)Need of simple language and effective style in children's books; 4)Need of attractive get-up and 5)Special prizes for children's writers.

MEDICAL EDUCATION

41. AHMAD, Ali. Medical Collegon Mein Asateza Ki Kami (Dearth of Teachers in Medical Colleges) .... Hurriyat (Karachi) May 29, 1982 (U).

The dearth of teachers in three Medical Colleages of Sind, namely Chndka Medical College, Larkana, NawabShah Medical College and Liaquat Medical College, Hyderabad has taken a serious situation. There are only two teachers for two thousand and three hundred students in Chandka Medical

College, who are responsible for the medicine and surgery classes. And there are only four teachers in NawabShah Medical College which is reserved only for female students. The same is with the Liaquat Medical College where there are no professors for Bio-Chemistry, Pharmacology, Medicince etc. At a time when steps are being taken to improve the standard of medical education, the dearth of teachers is, in fact, a matter of concern. What is the reason that no arrangement could be made for the appointment of teachers in medical institutions? This situation needs to be looked into without further delay.

42. MINHAS, Waheed. Medical Collegon Mein Nashiston Ki Ta'daad (The Number of Seats in Medical Colleges) .... Imroz (Lahore) June 12, 1982 (U).

According to a spokesman of the Government of Punjab, the decision to restrict the number of admissions has been postponed for one year. The change in the attitude of the Government is the result of the resentment expressed by the elites of the city. They had informed the Government that if the decision is not changed, students would become restless. Consequently, the Government accepted their request and postponed the decision for the time being. Next year, however, the decision will come into force. The postponment of the decision for one year will not pacify the students. The Government should revise its decision and refrain from restricting the number of seats in medical colleges. What the Government should do is to see that the standard of teaching does not suffer and students do not fall prey to malpractices in the examinations.

PROFESSIONAL EDUCATION

43. HASHMI, Khalid Mahmood. Commerce Ki Ta'aleem (The teaching of Commerce) .... Imroz (Lahore) April 7, 1982 (U).

The importance of the teaching of commerce cannot be over-emphasised. It is heartening that more and more students are taking interest in this subject. However, the facilities of commerce education are limited. No much students succeed in getting admission. Those who fail to get admission in commerce switch over to arts. There are other problems in commerce education. Books are very costly and poor students

cannot afford to purchase all the books. It is important that students are provided textbooks on subsidised rates. More and more commerce colleges are needed to be opened in different parts of the country, and attention should be paid towards the standard of teaching. Highly qualified teaching staff should be recruited for commerce education.

SCIENCE EDUCATION

44. AHMAD, Azmatullah. Urdu and Science .... Pakistan Times (Lahore) April 18, 1982.

In Urdu medium schools, physics and chemistry are taught in Urdu. Upto a point concepts and symbols have been rendered into Urdu to create an impression that science is actually available in Urdu idiom, but the fact of the matter is that atomic and molecular structures and equations have remained outside the scope of Urdu. In College, the Urdu-school student has to learn the discipline in English all over again. All that Urdu does in this case is that the stage of learning is shifted from school to college. The Board must now turn its attention to these issues. It must see to it that the switch-over to Urdu does not interfere with the very basis of the sciences we wish to acquire. To meet the challenge of future years, it can suitably begin re-examining the text-books and advise where exactly the transmission of knowledge has been blocked because of a deficiency in the idiom of Urdu.

45. IQBAL, Mohammad. Science Ki Ta'aleem (Teaching of Science) ..... Imroz (Lahore) June 3, 1982 (U).

The method of imparting science education in schools is not upto the mark. Particularly in primary classes, the teaching of science is very defective. In most of the schools, laboratory facilities are almost non-existant. How can the students learn their subject without the help of apparatus and a laboratory? This is not all qualified teachers of science are not available in most of the schools. This is so because a qualified science teacher would demand more salary than what the school authorities usually pay. The attention of the Governmenthas been drawn to this fact but without any result. As a result the standard of science education is not upto mark.

TEACHERS

46. AKHTAR, Javed. Third Divisioners .... Pakistan Times (Lahore) April 13, 1982.

Till 1980, the Punjab Public Service Commission and the Punjab Directorates had been appointing third divisioners as lecturers conditionally. But the decision taken by the Punjab Government in 1981 that no third divisioner is to be allowed to appear even for interview before the PPSC and the Directorates is causing pessimism among the students. A few months back, Lahore and Bahawalpur directorates invited applications for the posts of lecturers on ad-hoc basis, but the third divisioners were debarred. It is injustice to consider only division as a touchstone to set the capabilities of a person. There can be an immense difference between the marks of two equally intelligent students. The decision not to call the third divisioners for interview is a great damper for the students of M.A. English, most of whom are placed in third division.

47. FAISALABADI, Talib. Asateza Aur Talibilm Ka Rabeta (Teacher-Student Coordination) ... Imroz (Lahore) May 19, 1982 (U).

With the passage of time the teacher-student relationship has weakened. No only the students do not behave properly with the teachers, the teachers too do not discharge their duties honestly. The old traditions of love and affection between the student and the teacher are no more there. Why this is so? One reason is the fact that the teachers are now more materialistic. They take little interest in teaching. When examination comes close they hurriedly try to complete the syllabus, no matter whether the students understand the lessons.. Students also react differently. Either they remain absent from the class, or if they come they pay little attention to the teacher when he is teaching. In the examination hall, the student, resort to unfair means. They are not afraid of invigilators. The whole situation would improve if the teacher community changes its attitude.

48. FATEH, Abul. Asateza Kay Haqooq (Rights of Teachers) ... Mashriq (Karachi) April 23, 1982 (U).

Seniority list according to the post is essential. For example, the seniority list of senior English teachers

should be separately prepared from the list of vernacular teachers. Similarly, the seniority list of the headmaster should be separate from the list of senior English teachers. The Government gives the guarantee of service to the deserving teachers but not the guarantee of the post. This action of the Government creates resentment among teachers. The teachers of the nationalised schools have been complaining against the injustice being done to them. It is now nine years of the nationalisation policy, yet the government could not solve the problems of nationalized institutions. It is necessary that the genuine demands of the teachers of nationalized schools are accepted at an early date.

49. GHANI, Abdul. Professors' Posts .... Pakistan Times (Lahore) May 23, 1982.

A considerable number of posts of professors in Grade 19 have been lying vacant for the last three years. It is pity that neither the teachers' organisation nor the Education Department has taken any notice of this neglect which has persisted for years. Assistant professors in Grade 18 who could and should have been promoted to Grade 19 against these vacant posts have been waiting to be promoted. Quite a few have retired without getting their rightful promotion. And this is due to no fault of theirs. Is it not a case of negligence? Who has benefited by this denial of rightful promotion to scores of deserving teachers who have put in over 25 years of meritorious service? Did the Government effect any saving on this account? On the other hand, this and such other neglects have vitiated the atmosphere in educational institutions.

50. HAQ, Shamim Ikramul. Talaba Mein Badaitemadi Ka Sabab Kiya Hai (The Cause of Students' Distrust) ..... Akhbar-e-Khwateen (Karachi) Vol. 17(7): 16-17. April, 1982 (U).

The teaching is a noble profession and till some times back the teacher was considered the model in the society. He was the beacon of light. He was the guide and mentor. Why today he has lost this status. Why the students do not pay respect to teachers?

With the help of personal interviews with the student community, the writer has tried to find out the reasons of the distrust among students. Three questions were put before the students: 1)what is the aim of their education? 2)what is the cause of distrust in students? and 3) what

are the qualities of an ideal teacher? The response of students is recorded and presented here.

51. HASHMI, Syed Hasan. Asateza Ki Akhlaqi Zemmedarian (Teachers' Moral Responsibilities) .... Mashriq (Karachi) June 15, 1982 (U).

The standard of education is falling day by day. There are many reasons. One important reason is the fact that our teacher lack devotion and dedication to their duty of teaching. They take little interest in their work. For bad results in examination and deterioration in education standard, the responsibility lies on the shoulders of the teachers. Serious efforts are needed in order to raise the standard of teaching.

Teachers are more concerned about their demands than their duties. They are not satisfied with the increase in their salary and other benefits. The Government and the Education Department should not be too lenient with the teachers. In case of neglect in duties, they should be strictly dealt with.

52. IQBAL, Tajammul. Education Problems ... Dawn (Karachi) May 14, 1982.

The real cause of our education down fall can be traced to the too much involvement of the bureaucracy in education planning and policy-making. Another big factor contributing to this degeneration is the general inefficiency of our teachers. As a matter of fact, not much care is exercised in the selection of teachers. Consequently some unsuitable candidates with least aptitude for the teaching profession are picked up to man our educational institutions. These incompetent teachers present no fit models for the students to follow. Since education is a very important and delicate profession inasmuch as it deals with the shaping of our future generation, it is necessary that those concerned with this trade should be given due status in the society. This will give them the necessary incentive to discharge their duties efficiently and well. The present unrest among teachers should be viewed in the light of financial stringency facing them.

53. IQBAL, Zafar. Asateza Ki Hartal (Teachers' Strike) .. Mashriq (Karachi) April 3, 1982 (U).

The Secondary Education Board has postponed the intermediate examinations. According to another report, M.A. and M.Sc.

examinations will not be held according to schedule. The reason given for the postponment of examinations is the strike of teachers. It is unfortunate that the educational atmosphere in the country is clouded with doubts and apprehensions. Due to teacher strike the process of teaching in schools, colleges and universities has been disrupted and the students are suffering. The frequent strikes in educational institutions through out the country has greatly affected the process of education. Some are of the opinion that the students are at fault. They resort to strike because they are not prepared for examinations. Others say that since the teachers community fail to complete the syllabus on time, the students express resentment against and as a result they go on strike. Anyway, whatever may be the cause, the situation calls for an immediate enquiry into the whole affairs.

54. MEHKRI, G.M. Teaching or Cheating ... Mag (Karachi) June 24-30, 1982.

Teachers themselves know that as a class they have lost the respect and confidence of the public. So much so, that when they recently threatened to go on strike to press for the recognition of their claims and for the redress of their real or imaginary grievances, no chord of sympathy was struck in the public mind. With the result that they had to take back their threat to strike. With nationalisation of education most of the teachers started neglecting their duties. They lost interest in teaching and in fact started cheating in the name of education. The nationalization also disturbed the devoted working of missionary schools which in the past had done so much in the service of education.

55. QURESHI, Junaid Iqbal. Student Indiscipline .... Viewpoint (Lahore) June 10, 1982.

The only definite reason for indiscipline among students is traceable to the lack of professional zeal among teachers. The frequent student unrest is nothing but a subconscious expression of protest on their part against the ineptitude of teachers. It is undeniable that those in the teaching trade are, with a few exceptions, bereft of love and respect. They lack dedication and devotion to their calling. They nurture no love for knowledge and investigation. They have no deep understanding of their subjects. They are in short, no fit models for their

students to follow. It cannot, therefore, be denied that so long as competent and conscientious teachers are not available the peace of academic institutions cannot adequately be ensured.

56. SALAM, Abdus. Parents' Plea .... Dawn (Karachi) May 20, 1982.

Parents feel deeply worried over the poor standard of education at various levels. They also feel immensely reassured when they hear of a good, dedicated teacher or of a well-run institution with a reputation for discipline and high teaching standards. Both, alas, are hard to come by these days. If the declining trend in education is to be reversed, it is important for us to aim at the maximum utilization of the limited pool of talent, experience and dedication we still have in this field. With almost a critical shortage of talent afflicting the teaching profession, it is not wise to insist on retirement on completion of the stipulated length of service alone. A more practical approach would be to follow a selective procedure aimed at retaining competent teachers in service as long as possible, even beyond superannuation, depending of course, on a person's physical fitness, stamina and efficiency level.

TECHNICAL EDUCATION

57. MAZHER, Bilqees. Unequal Burden ... Dawn (Karachi) April 18, 1982.

It is surprising why the syllabus is so vast and the number of examinations prescribed for the Technical School Certificate (TSC) IX and X classes so many more. The Science section has four papers in the IX and five papers in the X, while the Technical section has 10 papers in the IX and ten papers in the X. Why? the syllabus for the Technical section contains all the sciences plus the various technical subjects. The Physics, chemistry and mathematic books are the same as those used by the Science section. No attempt, it is evident, has been made to simplify and adapt the syllabus to the needs of technical education. It is about time the various boards of education took a good look at their education poclicies to see who they are educating and for what purpose. Are the dropout rates, the rate of emigration a reflection of our education policies?

58. AHMAD, Anis. Higher Education of Pakistani Women: The Women Universities .... In: Muslim Women and Higher Education, 51-72. Islamabad, Institute of Policy Studies. 1982.

Establishment of women universities in Pakistan should not be made a political and emotional issue. In order to have proper social, political and economic development in Pakistan, this crucial issue must be discussed and decided.

The discussion here is made under the headings: the state of affair and the rationale of womens universities.The subject is further discussed under the headings: 1)acquisition of knowledge; 2)equity and justice; 3)the core of the problem; 4)equal opportunity for women; 5)educational psychology; 6)a human rights perspective; 7)professional education; 8)economics of education; 9)availability of human resources; 10)the failure of co-education; 11)ideological re[illegible]and 12)our vision of the future.

59. AHMAD, Anis. Higher Education of Women in the West ... In: Muslim Women and Higher Education, 11-33. Islamabad, Institute of Policy Studies. 1982.

A well argumented case is presented for the establishment of separate institutions of higher education for women in Pakistan. Drawing upon the Western experiences, it has been discussed that co-education has not been as successful as some of its supporters try to suggest. Three models have been discussed, the Israeli Kibbutz, the Chinese educational system and the model of co-education in the U.S. educational system.

The discussion has been made under the headings. 1)role of women in Western economy; 2)the socialist model of Kibbutz; 3)women and economic development in the Western capitalistic culture; 4)women in the academic world in the West; 5)women in the U.S. military; and 6)women in the Chinese model.

60. AHMAD, Anis. The Issue in a Muslim Framework .... In: Muslim Women and Higher Education, 35-49. Islamabad, Institute of Policy Studies. 1982.

The issue of separate institution of higher education for women in Pakistan is analysed in the light of Islamic values. There are three questions in this matter. The first

and the most fundamental question is that what kind of economy, society and culture we want to develop in our country and consequently in the Muslim world. Secondly, does Islam recognize sex as the basis of differentiation between human beings and if so, what is its justification? And thirdly, why the existing secular education system in Pakistan and other Muslim countries does not serve the cause of appropriate higher education of our women and how this discrepancy in the system, and consequent injustice to them can be corrected. These three questions are discussed and analysed.

61. HAQ, SHAMIM Ikramul. Kiya Khwateen University Ki Tajveez Koi Shosha Hai (Is the Proposal of Women University a Joke?) .... Akhbar-e-Khwateen (Karachi) Vol. 17(18): 10 & 37. June, 1982 (U).

This is a discussion report held at the Women Action Forum on the government proposal for establishing a separate university for women. The government formed a committee of highly educated men and women for conducting a country wide survey to find out if the proposal is feasible socially and economically. The committee has already submitted its findings. The members of the committee who were invited at the forum described their experiences and some interesting observation they came across while conducting the survey. On the whole the proposal received general support. However, there were opposition also and mainly on the ground of economic viability.

62. QURESHI, Anwar Ali. Makhloot Ta'aleem (Co-education) .... Hurriyat (Karachi) June 21, 1982 (U).

Now that steps are being taken for the establishment of a separate university for women it is hoped that the system of co-education in our educational institutions will be changed. There is no justification for co-education in Islam and this system is not suitable for any Islamic state. The system of co-education is a legacy of English rule which needs to be eliminated for all time to come. There is no denying that co-education gives rise to social evils. It is hoped that the present Government which has been making efforts for Islamisation in the society, would take immediate steps to impose a ban on it.

63. SAJJAD, Muslim. A Workplan for Establishment of Women's Universities in Pakistan .... In: Muslim Women and Higher Education, 91-99. Islamabad, Institute of Policy Studies. 1982.

A work plan has been presented for higher education for women in the country. At the first stage five Universities can be established, four at the provincial headquarters and one at the federal level. It is pointed out that if these proposed univiersities are established with the true spirit of Islam, these will be the pioneer institutions of high learning in the whole Muslim world. Our successful experiment will pave the way for such universities in other Muslim countries.

The details of the work plan are described under the headings: 1)objectives; 2)work plan; 3)transition phase; 4)organization during transition phase; 5)permanent organization; 6)scheme of studies and courses; 7)degrees; 8)instrument of innovation; 9)financial allocations; and 10)future prospects.

64. WADOOD, Bushra. Khawateen University Ka Wada (The Promise for Women's University) .... Jang (Karachi) April 20, 1982 (U).

It was promised by the President himself that women's university will start functioning from this year but nothing has so far been done. The delay is said to have occurred because of non-availability of resources. This is no reasonable excuse and people are not going to accept it. Had the opening of a Women's university been given priority, the plain could have long been materialised. The provincial Governor admits that one university for a city like Karachi is not enough. When the situation is such, why then no step could so long been taken for the establishment of a separate university for women? It is high time that the Government looks seriously into the matter and meet the genuine demand of establishing a university for the women of the country.

GENERAL

65. AKHTAR, Jamil. Deteriorating Standard of Education .... Daily News (Karachi) May 4, 1982.

There is no denying that Model Test Papers and Keys have psychologically affected the students and now they prefer to read only Test Papers. As far as the test papers are concerned, they are affecting the standard of education.

The teachers are mainly to be blamed as they ask students to buy test papers and do home work with the help of test papers. In case of non-compliance, the students are punished.

It is suggested: 1)The Government should issue a directive to all the Head of institutions to discourage Model Test Papers. 2)A special squad be arranged with a view to check the inflow of the test papers. If anyone found guilty he should be fined. 3)The publishers of Model Test Papers and Keys should be punished.

66. AMIN, Nuzhat, What is Ailing Our Educational set Up? .... Dawn (Karachi) June 18, 1982.

The present educational set up is far from satisfactory. Since education is being treated as a product for sale and purchase, we find less chance of its improvement. In order to bring about revolutionary change in the whole set up, not only that the system needs to be overhauled, the present curriculum must also be changed. The present system encourages students to memorise the whole text-books and resort to unfair means. The rate of resorting to unfair means is on the increase. The tendency of the use of unfair means has also entered in medical and engineering colleges. If this tendency is not stopped immediately, we can well judge the standard of our doctors and engineers.

67. HASHMI, Khalid Mahmood. Namukammal Nisab (Incomplete Syllabus) ....IMROZ (LAHORE) April 28, 1982 (U).

The teaching in the Punjab University is not continued for the last one month. First the Academic Staff Assciation, which is the organisation of teachers, started a strike for their demands and the University was closed for spring vacation. When it opened, the teachers again went on strike and now the university is closed sine die. This has created unrest among the students. Very soon the examinations will be held. However, the teaching of text-books is not over and the syllabus remains incomplete. This will create problems for students in the examination. If the examinations are held on schedule the result is quite obvious. In the situation the students will resort either to unfair means or the rate of failures will increase. The situation therefore, calls for an urgent attention by the authorities.

68. International Advisory Centre of Pakistan. Promotion of Reading Habits in Pakistan ..... Karachi, National Book Council of Pakistan 111p. December, 1981.

This is a study report on methods and measures academic, administrative and financial, necessary to promote reading habits in Pakistan. The objectives of the proposed study were: 1)To determine the reading habits of students and general readers; 2) To identify the bottlenecks and limitations in way of promotion of reading habits; and 3) To suggest methods and measures to overcome the limitations and promote reading habits.

The study is presented under the broad headings of: 1)Study highlights; 2) General; 3) Background factors; 4) Economic status; 5) Current perspectives; 6) Current constraints; and 7) Suggestions and recommendations. There are 9 tables, 4 figures and 17 annexures in the study. The study covers the whole of Pakistan and in all 116 household males, 124 female households, 311 students and 82 teachers were interviewed, for the study.

69. MEHKRI, G.M. Teachers Tyrants .... Daily News (Karachi) May 25, 1982.

Nationalisation of education has proved harmful to the general public. Teachers stopped teaching, as can be seen from the innumerable complaints being voiced by the parents of pupils in the press. The teachers now are more interested in money. They compel students for private tuition. All this can easily be avoided if only the authorities take a serious view of the situation, and denationalise education as soon as possible. When education had not been nationalised, there was the hue and cry that the private schools were Money Spinning School. N[illegible] the matter is worst. Why should not the whole of the Zakat Funds be utilised in helping the cause of educatio[illegible] all over the country, instead of its being spent as it is being spent now.

70. MIRZA, Z.N. Education .... Dawn (Karachi) May 1, 1982.

The word "education" is mentioned so often but it is wondered if half the people who use it know just what it means. Up to the age of seven, a child is more or less under the care of parents; and if their house is not disciplined the child loses what we may call a take-off. Thereafter starts what is called "schooling", in other words, regimentation or getting used to living with others. Schooling and education are sometimes confused.

Education cannot begin before a person has graduated, and has worked at a job for at least 10 years. A student remains a student all his life.

71. National Book Council of Pakistan. Inculcation of Reading Habits among Children and Adults ..... In: Problems of Writers in Pakistan, 53-54. Karachi, National Book Council of Pakistan, October, 1984.

A survey was conducted on the problems of writers in Pakistan. Through questionnaire the writers were requested to identify causes and advance suggestions on a number of vital issues including inculcation of reading habits among children and adults.

Some of the important suggestions made by the writers are: 1) Need for attractive title, get-up and pictorial presentation; 2) Establishment of more libraries particularly Mohalla libraries; 3) Establishemtn of school libraries; 4) Reduction in price of books; 5) Special stress on general knowledge at school level; 6) Reduction in burdern of textbook reading; 7) Organization of book fairs; and 8) Establishment of a mobile library system.

72. RAHMAN, Abdur. Ta'aleem Ka Me'yaar (The Standard of Education) .... Mashriq (Karachi June 5, 1982 (U).

The Government of Pakistan spends four billion repees on education each year. Inspite of this heavy expenditure the standard of education is falling constantly and educational facilities are reduced day by day. Due to non-availability of seats in Government schools, thousands of children remain without admission. As a result they turn to private schools which charge very high fee. Education was never so costly as it is today.

The working conditions of government teachers are not satisfactory. They are more ineterested in private jobs than in their own educational duties. This situation must be changed. The only solution to this problem is to refix tuition fee in all government schools. Thus each school would be able to spend more on developmental projects. The teachers who force the children for private tuition, should be removed from service. What

is more, if the result of any school is unsatisfactory for three consecutive years, the headmaster of the school should be demoted.

73. YUSUF, Mohammad. Nizam-i-Ta'aleem Aur Nisab (System of Education and Syllabus) .... Imroz (Lahore) June 3, 1982 (U).

The need of the time is to formulate the system of education and the curriculum in accordance with our national aspirations. The present system of education is not in conformity with Islamic ideology, for which Pakistan was achieved in 1947. One more defect in the present system of education is the continuation of co-education. Co-education has done much harm in the country. Every one realises this fact, but the Gogernment has not paid any attention to stop it. Unless separate schools and colleges and universities for female students are established, the evils emerging from co-education will continue to multiply. It is high time that the Government takes note of the defect. The demand for the establishment of a separate university for women at Lahore and Karachi is long outstanding. The Government has also agreed to this demand, but no practical step has so far been taken.

TEXTBOOKS (Special Section)

74. AFZAL. Ulfat, Kirdarsazi Aur Nisabi Kutub (Character-building and Textbooks) .... Farozan (Lahore) Vol.2 (1): 60-63. April-June, 1982 (U).

Books play an important role in character-building especially textbooks. Textbooks are the basic tools of education and through textbooks we acquaint children with the high ideals of life. It is the medium of textbooks that we can mould the life of our children. The destiny of a nation depends on the fact that what type of text-books are being used ineducational institutions.

A good textbook in our context should reflect our national and religious values. A good textbook not only provides educational information to the child, it also helps in his character-building. The important purpose of education is to prepare student for future life and to make him a good citizen and this objective should be achieved through the textbooks.

75. AHMAD, Ghalib. Tadreesi Kitabon Ka Likhna (Writing of Textbooks) .... Kitab (Lahore) Vol. 16(6): 17-18. April, 1982 (U).

Textbook writing is also a creative effort, but its creative nature differ in many ways from the other forms of literature. In textbook writing, there are many special consideration like: 1) the audience of the textbook belong to certain age group and level of learning; 2) the vocabulary competency of the reader is limited; 3) the scope of information to be provided is limited to syllabus; 4) the mental capacity of the reader, the teaching requirements of the teacher and the necessary quantum of learning material are the factors to be kept in mind while writing textbooks; and 6) the format, design and the general production standard are governed by the education system and prevailing economic conditions.

In some detail the problems of the textbook writers and their duties are discussed.

76. AZIM, Karamat. Nisabi Kutub Ki Taraqqi Ka Amal (Development of Textbooks) ..... Kitab (Lahore) Vol. 16(6): 19 - 21. April, 1982 (U).

In a developing country textbooks play a pivotal role in its educational system. The development of textbooks depend on the continued cooperation and contact of teachers, parents and subject specialists. This contact provides an opportunity to find out the effectiveness and usefulness of a textbook.

Textbooks are produced by joint efforts of educationists, subject specialists and production people. The ministry of education prepares the educational policy and determines the syllabus for different classes. The textbook boards, in the light of the curriculum, take necessary steps for the preparation and production of textbooks. In some detail the working procedure of the Punjab Textbook Board is explained.

77. HASHMI, Khalid Mahmood. Imdadi Kutub (Guide Books) ... Imroz (Lahore) April 7, 1982 (U).

The Government of Punjab is considering to ban on the use of test papers, guess papers, guides and other aids. In order to frame a practical policy, the Textbook Board is

being empowered to check printing of guess papers and guide books. It is a fact that guides, test papers and guess papers are affecting the standard of education. The students do not concentrate on their textbooks or to the lectures of their teachers. They just take the help of the guides, memorise important portions and copy the same in the examination papers. This is a common practice all over the country. Despite many protests, the Government, however, has not taken any step to stop this practice. It is necessary to take measures against this tendency. Teachers should be discouraged to use these teaching aids.

78. KASGANJVI, Hasrat. Darsi Kitabon Ki Tadveen (Editing of Textbooks) .... Farozan (Lahore) Vol. 2(1): 34-41. April-June 1982 (U).

An actual textbook is not merely the written manuscript of the writer. The manuscript is the first step in the process of textbook production. The writer's manuscript is just like a raw material, and it will take the actual shape of a book by the editor. Editing is a very important process and the role of an editor is the key factor in the production of a textbook. As a matter of fact an editor should be more knowledgeable than the writer himself. No doubt the writing of a textbook is a difficult task, but it is the responsibility of the editor to see that the textbook fulfils all the demands of a good textbook.

In detail the role of an editor is discussed highlighting his specific duties and sphere of work.

79. MAHMOOD, Raja Rasheed. Nisab Aur Nisabi Kutub Ka Taqabuli Jaiza (Comparative Avalysis of Curriculum and Textbooks) --- Farozan (Lahore) Vol. 2(1): 64-79. April-June, 1982 (U).

The importance of textbooks cannot be over emphasized. Textbooks not only provide a store of information, but also serve as an effective tool of education and teaching. In view of the importance of textbooks in our educational system, it is necessary to have a constant watch on the contents of the textbooks from different angles. We should know, how far the textbooks are serving their assigned purpose. A regular study on scientific basis is necessary to evaluate the substance.

In early 1982, the heads of all textbook boards assembled and decided to work on a project for a comparaetive study of curriculum and textbooks. The working methodology of

the proposed comparative study is presented with financial involvements on the project.

80. MAHMOOD, Raja Rasheed. Qaumi Ta'a eer-e-Nau Mein Punjab Textbook Board Ka Kirdar (The Role of the Punjab Textbook Board in National Reconstruction) ..... Farozan (Lahore) Vol. 2(1): 47-54. April-June, 1982 (U).

The importance of education is described. It is discussed that high ideals of life are achieved through curriculum and textbooks. The textbooks should reflect the national aspirations and national ideology and should help in the mental development of a nation.

A history of the Punjab Textbook Board is traced. Before 1962, the textbooks were being produced in Pakistan through open competition. The standard of textbooks was far from satisfactory in those days. In order to improve the standard of textbooks, the government nationalized the textbooks and established a textbook board for West Pakistan, which later became the Punjab Textbook Board. The Board is primarily responsible for the production and distribution of textbooks for class I to XII. In some detail the working and various functions of the Punjab Textbook Board are described.

81. National Book Council of Pakistan. Scarcity of Scientific and Technical Books .... In: Problem of Writers in Pakistan, 45-46. Karachi, National Book Council of Pakistan. October, 1981.

A survey was conducted on the problems of writers in Pakistan. The eighth chapter of the survey deals with the problems of scarcity of scientific and technical books in Pakistan.

The various causes specified in the survey are: 1)Scarcity of competent writers; 2)Lack of interest in writing among competent writers; 3) Low profitability both for the writer and the publisher; 4) Higher cost of printing due to the technical nature of the publication; and 5)Inability of writers to write in local languages. It is suggested that a bureau may be established for the production of scientific and technical books, where competent writers should be enrolled permanently on the staff.

82. National Book Council of Pakistan. Textbooks .... In: Economics of Books Publishing, 47-58. Karachi, National Book Council of Pakistan. September, 1983.

A survey was conducted on economics of book publishing in Pakistan. The economics of textbook publishing produced by the textbook Boards of the country is also discussed. It is pointed out that the Textbook Boards function as autonomous bodies under the supervision and guidance of the Federal Bureau of Curriculum and the Provincial Education Departments. The functions of the Textbook Boards are described in some detail. The Textbook Boards have a number of advantages over the private publishers. In fact, the Boards have complete monopoly of textbook publishing for primary, secondary and higher secondary levels.

The pricing formula of the Textbook Boards and the manufacturing cost of textbooks produced by them are described in some detail.

83. QURESHI, Muhammad Younus. Development of Textbooks .... Farozan (Lahore) Vol. 2(1): 3-8. April-June, 1982.

The textbook originates from a prescribed curriculum. The curriculum framing is the foundation on which the edifice of textbook is built. The curriculum determines aims and objectives to be achieved through the dissemination of knowledge and information contained in the textbook.

The textbook manuscript is written by the author strictly in accordance with the provisions of the curriculum. The manuscript is developed through editing which is of two kinds- subject editing and technical editing. Ultimate responsibility for making the manuscript press worthy rests with the editor who also chalks out instructions to be followed by the printer. The print order leads to actual printing by the machine. Book binding is the last phase of development of a book. So a textbook comes into existence after a great deal of hard work at many ends.

84. SHAHAB, Rafiullah. Nazariae Pakistan Aur Nisabi Kutub (The Ideology of Pakistan and the Textbooks) .... Farozan (Lahore) Vol.2(1): 55-59. April-June, 1982 (U).

The concept of the ideology of Pakistan is explained. The government of Pakistan has rightly decided that there

should be no material against Islam and the ideology of Pakistan in our textbooks. It is surprising that this decision is not applicable to textbooks which are being used in English medium schools and are mostly printed abroad. How these alien books can promote the love of the country in children. In order to discourage this trend, the government decided to use the national language as medium of instruction right from the class I. Unfortunately this decision could not be implemented so far.

Some concrete examples have been quoted from the text-books of English medium schools, which contain objectionable material. It is suggested that the government decision regarding use of national language as medium of instruction should be strictly adhered, and only this way we could provide to all of our students books free from anti-Islam and anti Pakistan material.

85. SIDDIQI, Naim. Nisabi Kitabon Ki Qillat (Paucity of Text-books) ... Hurriyat (Karachi) April 13, 1982 (U).

With the beginning of the new academic year., two problems are facing the students and the parents. They are: the admission of children in the schools and the acquisition of text-books. It has come to notice that the Text-book Board of Sind has increased the price of text-books by 15 to 20 per cent. And with the increase in the price of text-books, the price of exercise books has also been increased. Thus non-availability of text-books and the increase in the price of exercise books have become a serious problem for the students and the parents. The department of Education and Sind Text-book Board should pay an immediate attention to these problems.

86. YAZDANI, Mohammad Abdul Majid. Nisabi Kutub Kay Lawazim (Essentials of Textbooks) ....FAROZAN (Lahore) Vol. 2(19): 28-33 April-June, 1982 (U).

There are five essentials of a textbook. First it should be decided that what should be included and what should not in a textbook. When decided then any thing which is against the policy should be out of the textbooks. The second essential is for the writers of textbooks to keep in mind the limitation of children's mind when writing for children. The third essential is the language harmony in textbooks. The fourth essential of a textbook is the

type of matter which could develop in child an understanding of the past, present and future in its true perspective. The fifth essential is to strenghthen the belief that knowledge and action both are necessary for children. The five essentials are discussed in some detail and it is pointed out that these are just like five senses of the man.

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WRITERS' INDEX

AFZAL, Ulfat, 33
AHMAD, Ali, 19
AHMAD, Anis, 27
AHMAD, Anwar, 1
AHMAD, Aziz, 14
AHMAD, Azmatullah, 21
AHMAD, Ghalib, 34
AHMAD, Khalid, 9
AKHTAR, Jamil, 29
AKHTAR, Javed, 22
ALI, Ahmed, 1
ALI, Amanat, 5
AMIN, Nuzhat, 30
ANSARI, Abudl Latif, 6
ARIF, Zubaydah, 10
AZIM, Karamat, 34
BHATTI, M. Ismail, 13
FAISALABADI, Talib, 22
FAROOQ, B.A., 15
FAROOQ, Mohammad, 18
FATEH, Abdul, 22
GHANI, Abdul, 23
HAQ, Shamim Ikramul, 23, 28
HAQQANI, Irshad Ahmad, 10
HASHMI, Khalid Mahmood, 2,20, 30, 34
HASHMI, Syed Hasan, 24
IDREES, Mohammad, 10
IKTIKHAR, Rehana, 3
IQBAL, Mohammad, 21
IQBAL, Tajjammul, 24
IQBAL, Zafar, 24
JULLUNDHRI, Nazar, 11, 16
KHAN, Irfan Ahamd, 11
KHAN, N.M.A. 17
KASGANJVI Hasrat 35
LAHORI, Ziauddin, 15
MAHMOOD, Raja Rasheed, 35, 36
MAULVI,S.W.A. 12
MAZHAR, Bilquis 26
MEHKRI, G.M. 25, 31
MINHAS, Waheed, 3, 20
MIRZA, Z.N., 31
MURTAZA, Matinur Rahman, 7
QADIR, Abudl, 12
QAZI, Saeedullah, 7
QUADRI, Habibullah, 18
QURESHI, Anwar Ali, 28
QURESHI, Junaid Iqbal, 25
QURESHI, Mohammad Younus, 37
RAHMAN, Abdur, 32
RIZVI, Sadat, 13
SAJJAD, Muslim, 8, 29
SALAHUDDIN, Mohammad, 8
SALAM, Abuds, 26
SALEEM, Abdul Qadir, 9
SAMDANI, Rais Ahmad, 17
SHAHZAD, Hasan Ali, 14
SHAHAB, Rafiullah, 37
SIDDIQI, Naim, 38
TAREEN. Nighat, 4
WADOOD, Bushra, 29
WASTI, Sarfaraz, 4
YAZDANI, Mohammad Abdul Majid, 38
YUSUF, Mohammad, 33
ZAFAR, Mohammad, 16
ZAMAN, Aqila, 5
ZAMAN, Mohammad, 13